

Lesson 4: Peer Tutoring: Graduation Day!



Introduction

This lesson reviews the essential elements of peer tutoring, and also reinforces peer tutors' responsibilities and behavioral expectations. It ends with a short celebration to mark the conclusion of training.

Estimated Time

- 30-40 minutes

Materials Needed

- Poster: *Peer Tutoring: Start to Finish*
- All training posters used in previous tutor-training sessions
- *Peer Tutoring Challenge: Hey...What Do You Know?* worksheet (1 copy for group leader)
- Paper slips and container for drawing student names
- *Peer Tutor Challenge Reward Tickets*
- Enough small student prizes (e.g., candy, pencils, etc.) so that each student can earn 2-3 items
- Colorful, assorted small stickers

Preparation

- **Write student names on slips of paper and put into drawing container.** You will draw student names during the *Peer-Tutoring Challenge* game.
- **Put up training posters.** Put all of the posters used in previous training sessions up on the wall so that students can use them for easy review.

Training Steps

1. **Announce that this session is 'Peer Tutor' Graduation Day.** Congratulate your students on having worked hard over the past 3 sessions to learn how to be good peer tutors. Tell them that today they will have a chance to
 - refresh their memory about what was covered in previous training sessions
 - win prizes in the *Peer Tutoring Challenge*
 - earn their Peer Tutoring Badge
2. **Review key peer tutoring concepts.** Take 5-10 minutes to review the key concepts of tutoring behavioral expectations, use of praise, and paired reading. You may want to refer to the training posters as you review. Also, use the *Peer Tutoring: Start to Finish* poster as a

compact summary of the key steps in tutoring.

3. **Play the Peer Tutoring Challenge.** Prior to playing this review game, be sure that all of the training posters that were used in peer tutoring are up on the walls for students to refer to as needed.

Write the names of all of your peer tutors onto slips of paper and put them into a container.

Randomly draw names and present the student whose name was drawn with a 'challenge' from the items found on the worksheet *Peer Tutoring Challenge: Hey...What Do You Know?*. (Or feel free to make up your own 'challenge' items!)

- If the student successfully meets the challenge, give the student a reward ticket.
- If the student gives the wrong response, provide guiding feedback until the student successfully meets the challenge. Then award a ticket.
- If the student is *stuck* and does not know how to respond, allow him or her to pick another student to help. (The two students should confer about how to meet the challenge but only the target student can give an answer or act out the correct challenge behavior.) If the target student gets the correct answer, award both the target and helper students with a ticket.

If you run out of tickets to draw before you have finished with your *Challenge* items, put the name slips back into the container and continue drawing until all items have been read. At the end of the *Challenge*, allow students to redeem their tickets for small prizes.

4. **Tell students what to expect when the peer tutoring program starts.** By now, your students will be very curious to know when they will begin to serve as peer tutors. Take a few moments to talk about the status of the program and to give them an estimate of when they can expect to start, how you will communicate with them during tutoring, etc.

Here are two more ideas:

- If you already have picked out tutoring locations in your school for specific tutors, you may want to take your group of tutors-in-training for a quick tour of these locations.
- If you have created a 'Peer Tutoring Resource Corner' where tutors can go to get supplies, books, etc. for tutoring, show them where these materials are kept and instruct the tutors in how they should be used.

5. **Distribute peer tutoring badges.** As a final 'graduation' activity, hand out the students' peer tutoring identification badges. Have students add a sticker to the badge to show that they have completed the 'graduation' training session. Congratulate students on a training job well done and tell them that they have earned the right to wear their badges as peer tutors.

Evidence of Student Mastery: "Look-fors"

This lesson reviews the important elements that students need to have mastered to be effective peer tutors. Drawing on your observations of, and interactions with, the student across all of the training sessions, decide whether he or she appears able to:

- use paired reading appropriately with the tutee.
- behave responsibly when picking up, dropping off, and tutoring with a younger child.
- praise a younger student frequently and appropriately to increase the tutee's motivation in tutoring.
- figure out when he or she should seek out the assistance of an adult (e.g., if the tutee chronically misbehaves, etc.)

Peer Tutoring: Start to Finish

- Go to the classroom to pick up the student (and a reading book!)
- Go straight to your tutoring place.
- Read with the student for at least 20 minutes.
- Compliment the student at least 5 times.
- Take the student straight back to the classroom.
- Report any problems to the student's teacher or to the program supervisor.



Peer Tutoring: Start to Finish

Peer Tutoring Challenge: Hey...What Do You Know?

Directions: Prior to playing this peer-tutoring review game, be sure that all of the training posters that were used in your earlier sessions are up on the walls for students to refer to as needed.

Write the names of all of your peer tutors onto slips of paper and put them into a container.

Randomly draw names and present the student whose name was drawn with a 'challenge' from the list below. (Or feel free to make up your own 'challenge' items!)



- If the student successfully meets the challenge, give the student a reward ticket.
- If the student gives the wrong response, provide guiding feedback until the student successfully meets the challenge. Then award a ticket.
- If the student is *stuck* and does not know how to respond, allow him or her to pick another student to help. (The two students should confer about how to meet the challenge but only the target student can give an answer or act out the correct challenge behavior.) If the target student gets the correct answer, award both the target and helper students with a ticket.

NOTE: Some quiz items are specific to the reading strategy (*Paired Reading* or '*Listening While Reading*') that you have trained your tutors to use. Skip any items that test knowledge of a reading strategy with which your tutors are unfamiliar.

1. [*Paired Reading Strategy*] When your student is trying to read a hard word, how long do you wait before giving the right word to the student?
A: Five seconds.
2. [*Paired Reading Strategy*] Imagine that you are listening to your student read aloud from her book. She misreads a word. What do you do?
A: Point to the misread word in the book. Read the word correctly. Have the student repeat the word. Then begin reading aloud along with the student.
3. [*'Listening While Reading' Strategy*] How long at a time should you read from the book while your tutee follows silently along?
A: About 2 minutes.
4. [*'Listening While Reading' Strategy*] Imagine that you are listening to your student read aloud from her book. She misreads a word. What do you do?
A: Point to the misread word in the book. Read the word correctly. Have the student repeat the word. Then have the student continue to read aloud.

5. During a tutoring session, how many times should a tutor compliment the student that they are working with?

A: At least five times.

6. Your student was very well behaved during tutoring and tried to read his best for you. How would you compliment this student?

A: Any appropriate praise statement: e.g., 'Thank you for working so hard today. I appreciate it.', 'It is great to have a well-behaved student like you to work with.' 'Your reading is getting even better. Nice job!'

7. How long should you read aloud with your student each time that you tutor them?

A: At least 20 minutes.

8. What is a good way to remind yourself of what to do during tutoring sessions?

A: Check the helpful reminders on the back of your peer-tutoring badge.

9. A tutor goes to a classroom to pick up her student. She comes into the classroom and stands by the door, but the teacher is in the middle of teaching the class and does not seem to notice her. What would you tell this tutor to do?

A: [Any answer is acceptable so long as the tutor in the situation is directed to behave politely and avoid unduly disrupting classroom instruction.]

10. What should you do if you discover during tutoring that your student forgot his reading book?

A: Any solution that is appropriate to your school: e.g., 'Return to the student's classroom to get a book.', 'Go to the library and borrow a book.', 'Go to the Tutoring Resource Corner and get a book.'

11. You have a very nice student to work with, but she talks all the time about her dolls and sometimes doesn't want to read very much. What do you do?

A: Calmly remind the student that tutoring is a time for reading. If she continues to avoid reading even after several reminders, tell the student's teacher or the peer-tutoring program supervisor.

12. What should you do if you misplace your peer-tutoring badge?

A: Go to the peer-tutoring program supervisor to get a replacement badge.

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